

**Three Rivers Community College, Associate of Arts (AA)  
(off-site delivery in Cape Girardeau, MO)**

**OFF-SITE DELIVERY PROPOSAL  
FORM OS**

**1. OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM**

**Sponsoring Institution(s):** Three Rivers Community College

**Program Title:** Associate of Arts

**Degree/Certificate:** Associate of Arts Degree

**Institution Granting Degree:** Three Rivers Community College

**Delivery Sites:**

Cape Girardeau Partnership for Higher Education  
Cape Career and Technical Center  
1080 South Silver Springs Road  
Cape Girardeau, MO 63703-7511

**Mode of Program Delivery:** Traditional and Interactive Television (ITV) course instruction

**CIP Classification:** 24.0101

**Implementation Date:** Fall 2010

**Cooperative Partners:** None

**AUTHORIZATION**

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ASSOCIATE OF ARTS DEGREE EXPANSION COMPLETE PROPOSAL

## OVERVIEW

During the past few years a spirited discussion around the issue of expanding educational opportunities and the potential need for area residents to complete two-year associate's degrees in Cape Girardeau County has been ongoing. From this discussion, a voluntary group of business and education leaders from both the local area and the region formed the *Cape Girardeau Coalition Task Force*, with the purpose of determining the potential need for additional educational opportunities and to find a method to meet that need.

In mid-2008, the Cape Girardeau Chamber of Commerce, on behalf of the Coalition Task Force, requested a study of postsecondary education needs of the local region. This included Cape Girardeau County and several surrounding counties in Missouri and Illinois. MGT of America, Inc., a national higher education planning and research firm was selected by the Coalition and retained by the Chamber on its behalf. The needs analysis is attached as supporting documentation to this proposal.

The study conducted by MGT sought to identify the education needs of local residents and businesses, discover or confirm existing access barriers and obstacles, and reveal gaps that were not being addressed. The study was formulated to collect and consolidate information and data that would lead to a reasonable set of answers and options regarding these issues.

The study clearly demonstrated that a need existed for additional educational opportunities and presented five potential options for the Coalition's consideration. The study further stated that the next step would be for the Coalition Task Force members to individually and collectively review, fully describe, discuss and evaluate each as to how it may meet local needs. MGT provided the following list of criteria to be utilized in the evaluation of educational delivery options:

- Responsiveness to Student Needs/Gaps,
- Program & Services Strengths,
- Impact on Community,
- Cost of Attendance,
- Time Required to be Operational,
- Impact on Existing Institutions,
- Start-Up Costs,
- Operating Costs,
- Governance & Control,
- Ability to Meet Regulatory or Approval Processes.

After review of the needs analysis and numerous discussions, the three public educational providers, Mineral Area College, Southeast Missouri State University and Three Rivers Community College were tasked with developing a mutually agreeable proposal to expand educational access in Cape Girardeau County.

The resulting partnership proposal, later named the Cape Girardeau Partnership for Higher Education, was presented to the coalition and approved. The agreement commits both Southeast Missouri State University (Southeast) and Three Rivers Community College to an equal partnership for the purpose of meeting student and community needs by providing community college-type services to the citizens of Cape Girardeau County and the Cape Girardeau Career and Technology Center (CTC) service region in cooperation with Mineral Area College (MAC), Southeast Hospital College of Nursing and Health Sciences (SHCNHS) and the CTC.

The agreement set forth a commitment to annual reviews of the partnership and a minimum operational period of three years to ensure sufficient time to determine operational viability and provides for the pursuit of more permanent expansion options within statutory requirements.

The agreement stipulates the simultaneous admission of students to both Southeast and Three Rivers through a joint admissions application and the use of Three Rivers admission standards in order to achieve the goal of open access. Courses taken through the partnership will be dually listed and transcribed at both Southeast and Three Rivers.

Southeast will provide all support services and back office operations necessary for the packaging and awarding of federal financial aid as well as assuming responsibility for the billing and collecting function. Three Rivers, Mineral Area, and the CTC will coordinate the approval of and process A+ student scholarships for all enrollees. For the purposes of tuition, those individuals residing in the Cape Girardeau CTC service district will be assessed fees equal to the out of district tuition currently charged by Three Rivers and those residing elsewhere will be assessed a higher tuition rate. Southeast and Three Rivers will split costs, revenues, and course offerings (FTE enrollments) equally. To facilitate awarding of financial aid, those partnership students who take courses with Three Rivers online or outside the partnership site will be considered partnership enrollments. No restriction will be placed on current Three Rivers or Mineral Area students with regard to enrolling in partnership courses.

The initial location of course offerings for the partnership will be the Cape Girardeau CTC facility. At the present time a lease agreement has been jointly negotiated by the partnership members and cost for needed renovations are being investigated. The facility will house the staff needed to service students enrolling in partnership courses. A periodic review of course and site location demands will be performed to determine if additional course offerings or locations are needed. Additional locations will be jointly negotiated by Three Rivers, MAC and Southeast with any external parties. All non-instructional employees of the partnership will be considered Southeast employees for employment purposes with hiring decisions being jointly made by officials of Southeast and Three Rivers.

Currently a full array of general education courses have been tentatively scheduled for the fall 2010 semester and one course has been scheduled for the summer 2010 term. Course offerings were mutually agreed upon and divided as to each institutions responsibility for

primary staffing of the individual course. As enrollment materializes, adjustments will be made to expand or contract the schedule as needed.

Initial programmatic offerings will consist of the Associate of Arts, awarded by Three Rivers and the Associate of Applied Science degrees currently offered at the CTC. Mineral Area will provide the technical portion of all Associate of Applied Science (AAS) degree programs offered at the CTC and have the right of first refusal for all future AAS degree programs with the exception of nursing and allied health. A needs analysis for future certificate and degree programs in nursing and allied health will be conducted by an independent party within twelve (12) months of the date of the agreement and by a firm agreed upon by all partners. Current program deliverers, medical providers and the advisory board will be engaged in the process of developing recommendations for any expanded delivery that meets the citizens' needs. The gaining of approval from the Missouri Coordinating Board for Higher Education (CBHE) and the Higher Learning Commission (HLC) for an Associate of Arts (AA) degree in Cape Girardeau County is the responsibility of Three Rivers, the result of which is this proposal. Once approval to offer the Associate of Arts degree is obtained, Three Rivers will submit a proposal to the appropriate approving authority for authorization to access A+ scholarship funds to partnership enrollees.

In order to prevent unnecessary erosion of Southeast enrollment, students currently enrolled at Southeast will not be allowed to enroll in partnership courses during the term in which they are enrolled nor will partnership students be allowed to take courses at Southeast in Cape Girardeau nor utilize Southeast services funded by general fees. Additionally, Southeast will have the right of first refusal for any expansion of dual enrollment courses currently offered at schools in the Cape Girardeau service area, defined by DESE as sending schools, and any expansion of dual credit offerings for other high schools not now serviced by either Three Rivers or Southeast will be addressed jointly by both partners. Southeast will also have the right of first refusal for all future baccalaureate completion programs in Cape Girardeau County and all Three Rivers locations.

In order to ensure continued community involvement a Partnership Advisory Committee will be established. The Committee will provide advice regarding the partnership, and will be comprised of representatives from varied sectors and geographic locations within Cape Girardeau County and school districts served by the CTC; 6 members representing business and industry (excluding governing board members of the institutions), 1 member each representing three K-12 school systems (Cape Girardeau, Jackson, and one other CTC school district), and 1 member each representing the participating institutions (Southeast, Mineral Area, Three Rivers, CTC and Southeast Hospital School of Nursing), and 1 member each representing the cities of Jackson and Cape Girardeau. Southeast, Three Rivers and MAC will be responsible for writing bylaws to include such information as selection process for representatives, term limits, responsibilities and organizational structure. The advisory committee will make recommendations to be considered, but will not usurp the policy and fiduciary responsibilities of the respective governing boards. The partnership is currently in the final stages of forming

the advisory committee and final appointments are expected to be made shortly after the submission of this proposal.

The chair and vice chair of the Partnership Advisory Committee will serve as the initial mediators for purposes of dispute resolution among partnership participants. If a satisfactory solution is not produced the institution presidents will ask the Missouri Commissioner of Higher Education to assist in resolving the issue(s). In the event a mutually-agreeable solution cannot be found, either party may dissolve the agreement. In the event of dissolution, the institutions will provide all currently enrolled students the opportunity to complete their academic work in a reasonable time frame.

After lengthy negotiations and discussions the above partnership has been formed to provide high quality educational opportunities to the citizens of Cape Girardeau County and those areas served by the Cape Girardeau CTC. The continued implementation of the partnership and the approval by the Missouri Coordinating Board for Higher Education will result in the most cost effective and expansive offerings possible with a minimal duplication in services.

The following forms, associated narrative, and supporting documentation is presented as a proposal seeking approval for the offering of the Associate of Arts degree in Cape Girardeau County, as outlined above, by Three Rivers Community College.

## **2. NEED**

The mission of Three Rivers Community College is to provide quality, accessible and affordable learning opportunities and services for academic scholarship and professional success. In the fulfillment of the mission, Three Rivers has provided access to educational opportunities at various sites throughout the fifteen county service area in response to the changing educational needs of its constituencies since its inception in 1966.

Research indicates that within the area referred to as the Cape Girardeau region there are segments of the population not pursuing higher education. Some factors attributing to this are the mission and selectivity of the local university, the inaccessibility to take advantage of A+ scholarship opportunity that is limited to community college programs, and lack of affordable education opportunities<sup>i</sup>.

The poverty rates of the counties served by this proposal also demonstrate the economic difficulties faced by their citizens. Each of the counties, as shown in the table below, have a high poverty rate compared to others in the state<sup>ii</sup>.

Poverty Rates by County		
County	%	Rank
Bollinger	13.80%	81 of 115
Cape Girardeau	11.10%	25 of 115

Scott	16.10%	90 of 115
Stoddard	16.50%	69 of 115

Educational attainment of higher education in these counties is also among the lowest in the state as shown by the table below<sup>iii</sup>.

Educational Attainment by County			
County	Percent w/college degree	% some college	% Associate
Bollinger	4.70%	15.20%	2.10%
Cape Girardeau	16.40%	20.00%	3.60%
Scott	7.30%	15.76%	2.20%
Stoddard	6.60%	14.80%	3.20%

Educational attainment in the Cape Girardeau area is somewhat competitive at the baccalaureate degree level; however there is a gap at the two-year degree completion level.

When compared to the state rates of 33.4 percent attainment of some college degree, 25.1 percent attainment of some college, and 6.6 percent attainment of the associate degree it is apparent how each of these counties has lagged behind other areas of the state and how desperately additional educational opportunity is needed<sup>iv</sup>.

With the approval to provide additional educational opportunities to the Cape Girardeau area by offering the full Associate of Arts degree Three Rivers Community College and the Cape Girardeau Partnership for Higher Education will be meeting an obvious need within the college service region.

#### **A. Student Demand**

Three Rivers Community College meets the needs of the citizens of its designated service area and responds to identified programmatic expansion as resources allow.

The primary factors in determining the expansion of services is community input. Through the formation of the *Cape Girardeau Coalition Task Force*, a voluntary group of local and regional business and education leaders, and with assistance from the Missouri Department of Higher Education and the state's Coordinating Board for Higher Education, an effort to identify needs and explore cooperative options for meeting those needs began.

At the behest of the coalition task force the Cape Girardeau Chamber of Commerce requested a study of postsecondary education needs. MGT of America, Inc., a national higher education planning and research firm was selected to conduct the study. A copy of the study is attached in support of this proposal. Based on the need outlined in the MGT study, the Cape Girardeau Partnership for Higher Education was formed and Three Rivers Community College was

designated as the institution responsible for the awarding of the Associate of Arts degree by mutual agreement.

Form SE included below projects enrollment for the next five years in the proposed Associate of Arts degree program. The enrollment projections depicted on form SE are based on the study conducted by MGT and the number of calls expressing interest in enrolling at the new site. Additional factors considered in the enrollment projections are the number of degree seeking students from the areas predominately served by the off-campus sites and the number of graduates from high schools considered to be “feeder schools” for each of the areas served by the Cape Girardeau CTC.

Enrollment projections are presented in both unduplicated headcount and in terms of FTE enrollment.

## FORM SE

### STUDENT ENROLLMENT PROJECTIONS

Unduplicated Headcount					
Year	1	2	3	4	5
Full Time	150	260	370	480	600
Part Time	150	260	370	480	600
Total	300	520	740	960	1200

Full Time Equivalent					
Credit Hours	2700	4680	6660	8640	10800
FTE	225	390	555	720	900

## B. Market Demand

The Associate of Arts degree is the primary transfer degree offered by Three Rivers. The degree is designed to provide the educational foundation required for numerous occupations. Data from the Missouri Economic Research and Information Center (MERIC)<sup>v</sup> shows that three of the occupations with the highest growth potential in southeast Missouri are Network Systems and Data Communication Analysts, Farm, Ranch, and Other Agricultural Managers, and Computer Software Engineers, Applications, as shown below:

Top 10 Occupations by Projected Growth						
Occupation	Employment		Change		Annual Average Openings	Outlook
	Estimated 2006	Projected 2016	Numeric	Percent		

151081 - Network Systems and Data Communications Analysts	150	203	53	35.30%	8	53 - Well Above Avg. A-
119011 - Farm, Ranch, and Other Agricultural Managers	317	375	58	18.30%	8	53 - Well Above Avg. A-
151031 - Computer Software Engineers, Applications	214	250	36	16.80%	7	53 - Well Above Avg. A-

MERIC also indicates that all of the above occupations require at least a baccalaureate degree. The MERIC publication “Education and Training Needs for Missouri’s Workforce – 2018” indicates significant growth in those occupations requiring an associate degree or higher as well as data showing that the average wage of those individuals earning an associate’s degree is approximately \$ 25,000.00 per year higher than those with lesser levels of education.<sup>vi</sup>

The proposed degree will also provide a mechanism to fill the “soft skills” gap identified in the 2008 Missouri Skills GAP report<sup>vii</sup>. Soft skills refer to personality traits, ability with language, and personal habits. The report indicates that these soft skills gaps exist in all occupational categories covered and most commonly are seen in the areas of time management, reading comprehension, basic math, and basic English skills. The addition of the proposed AA degree has the potential to address these specific areas through the mastery of the intended learning outcomes previously outlined in this proposal.

An additional driver to market demand for the proposed degree is the ability of graduates to fully and easily utilize A+ funds to pay for their education. The current absence of the proposed degree creates both a burden and a barrier to area residents who are A+ eligible.

Numerous factors are highlighted as indicators of the area demand for postsecondary education in the needs study conducted, including population trends, anticipated changes in the number of traditional and non-traditional college age population, and trends in educational attainment.

The populations in Cape Girardeau County and the surrounding region are steadily increasing, as noted in the exhibit below<sup>viii</sup>. The percentage of 18 to 24 year-olds in Cape Girardeau County, which represents the traditional base of enrollments for local postsecondary providers, is the only category that experienced a greater percentage of change between 2000 and 2007 (5.7 percent growth) than between 1990 and 2000 (0.2 percent growth). The only decline in population is the 25 to 44 age range between 2000 and 2007 (-1.8 percent). The Cape Girardeau Region as a whole (including Cape Girardeau, Bollinger, Scott, and Stoddard counties) has experienced a slightly slower rate of growth than Cape Girardeau County individually.



**POPULATION DISTRIBUTIONS BY AGE GROUP, CAPE GIRARDEAU COUNTY,  
THE CAPE GIRARDEAU AREA, AND MISSOURI, 1990 THROUGH 2007**

Area	Date(s)	18 to 24 years	25 to 44 years	18+ years	Total population
Cape Girardeau County	1990	9,181	18,389	47,004	61,663
	2000	9,203	19,067	52,596	68,693
	2007	9,726	18,732	55,908	72,047
	<b>% Change: 1990-2000</b>	0.20%	3.70%	11.90%	11.40%
	<b>% Change: 2000-2007</b>	5.70%	-1.80%	6.30%	4.90%
Cape Girardeau Region (MO only)	1990	16,224	40,846	104,702	140,523
	2000	16,090	41,229	113,423	150,849
	2007	n/a	n/a	n/a	155,331
	<b>% Change: 1990-2000</b>	-0.80%	0.90%	8.30%	7.30%
	<b>% Change: 2000-2007</b>	--	--	--	3.00%
Missouri	1990	517,191	1,586,813	3,802,247	5,117,073
	2000	535,978	1,626,302	4,167,519	5,595,211
	2007	565,960	1,569,519	4,410,991	5,834,644
	<b>% Change: 1990-2000</b>	3.60%	2.50%	9.60%	9.30%
	<b>% Change: 2000-2007</b>	5.60%	-3.50%	5.80%	4.30%

Source: U.S. Census Bureau, U.S. Census 1990 and 2000, American Community Survey 2007.

n/a: Data not available for particular segment/geography.

Note: The Cape Girardeau Region includes Cape Girardeau, Bollinger, Scott, and Stoddard Counties.

One of the more direct measures of need for access to additional postsecondary educational programs in the Cape Girardeau area entails an examination of educational attainment rates in the area compared to other benchmarks. As depicted in the exhibit below, attainment rates in Cape Girardeau County increased between 1990 and 2007. However, by far the most substantial contributor to this increase in college-educated individuals is the segment that attained bachelor's degrees or higher (increased from 17 percent in 1990 to 22 percent in 2007). Alternately, associate degree (combined with some college, no degree) attainment has been static (varying between 28 percent and 29 percent) over the same period. Though 2007 data are not available, trends in postsecondary degree attainment in the broader Cape Girardeau Region appear to be less positive for 1990 through 2000 period, with both measures declining over this period (associate degree or some college dropping from 26 percent to 24 percent and bachelor's degree attainment dropping from 15 percent to 14 percent)<sup>ix</sup>.

**EDUCATIONAL ATTAINMENT, CAPE GIRARDEAU COUNTY AND THE CAPE  
GIRARDEAU REGION, 1990 THROUGH 2007**

Area/Segment	Educational Attainment Rates by Year					
	1990	% of 18+ 1990 Population	2000	% of 18+ 2000 Population	2007*	% of 18+ 2007 Population
<b>Cape Girardeau County</b>						
Population 18 years and over	46941	100.00%	52522	100.00%	55910	100.00%
Less than high school graduate	10779	22.96%	9625	18.33%	7412	13.26%
High school graduate (incl. equivalency)	14746	31.41%	16659	31.72%	20200	36.13%
Some college or associate degree	13533	28.83%	15184	28.91%	15919	28.47%
Bachelor's degree or higher	7883	16.79%	11054	21.05%	12379	22.14%
<b>Cape Girardeau Region (MO only)</b>						
Population 18 years and over	53773	114.55%	110525	210.44%		
Less than high school graduate	14429	30.74%	27804	52.94%		
High school graduate (incl. equivalency)	17635	37.57%	42028	80.02%		
Some college or associate degree	14458	30.80%	26956	51.32%		
Bachelor's degree or higher	8383	17.86%	16583	31.57%		

Source: U.S. Census Bureau.

The attainment rates observed above generally exceed statewide averages for Missouri. However, this is an expected result given the footprint and impact of the presence of one of Missouri's larger postsecondary institutions in Cape Girardeau. Comparisons between counties hosting similar regional universities are more valid in this sense because they help control for the added proportions of generally more-educated individuals associated with the operation of such institutions.

Greene County, Missouri is the home county of Missouri State University, which enrolls a larger number of students than Southeast Missouri State University within the relatively larger population base of Springfield. There is a gap in the proportions of individuals aged 25 years and older that have attained a college degree in Cape Girardeau and Greene Counties. The shortfall is most pronounced at the associate degree level, where nearly twice as large a proportion of the Greene County population has attained an associate degree (5.6 percent) when compared to Cape Girardeau County (3.0 percent). A slight shortfall is also observed in the proportions of individuals who have attained bachelor's degrees or higher (about 19 percent in Greene County versus 16 percent in Cape Girardeau County)<sup>x</sup>.

## **C. Societal Need**

The expansion of educational opportunities as proposed herein will assist the state of Missouri in achieving its vision, as outlined in the *Imperatives for Change: A Coordinated Plan for the Missouri Department of Higher Education* and specifically meeting the objectives of increasing the college attendance rates of both traditional and non-traditional students as well as increasing the percentage of Missouri residents who attain a postsecondary credential.

The proposed expansion of the Associate of Arts program to the Cape Girardeau area will provide high value/high quality educational opportunities to both traditional and nontraditional students currently unavailable without the learner spending valuable time and dollars transiting to the main campus. Further, this reduction to the cost of education will create an increase in the disposable income of the citizens served in the area and will potentially provide a positive injection of purchases into the local economies, thereby aiding all citizens.

## **D. Methodology**

Market demand and societal information was obtained from a variety of sources. Specific sources include, but are not limited to the following:

- Needs analysis conducted by MGT of America, Inc.
- Internet research on labor statistics
  - Bureau for Labor Statistics
  - Department of Economic Development
- Site visits with local educational agencies and businesses

The end notes contained within this proposal include specific URLs for the electronic information utilized herein.

## **3. DUPLICATION AND COLLABORATION**

The Associate of Arts degree is not currently available through any other public institution in the area. While Cape Girardeau is the home county of Southeast Missouri State University, there is still a need to provide open access, educational opportunities to area citizens and to provide opportunities that allow citizens of the area to utilize A+ plus funds. In order to reduce the associated costs of the operation and any possible duplication of services Three Rivers Community College has partnered with Southeast Missouri State University and Mineral Area College to provide community college opportunities in Cape Girardeau County. The partnership represents a collaborative approach resulting in increased access, reduced costs and risk, and an efficient use of limited taxpayer resources. Three Rivers, Southeast, and Mineral Area are committed to the expansion of high quality educational opportunities in the Cape Girardeau area and are further committed to a sustainable outcome.

#### **4. FINANCIAL PROJECTIONS (deleted)**

#### **5. PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

##### **A. Student Preparation**

The open access admission policy at Three Rivers Community College allows student admission into college programs based on interest, the ability to benefit from college services, and specific program entrance requirements. Admission requirements for the proposed off campus Associate of Arts program will mirror those required of students entering the program the main campus and all other locations of Three Rivers. The addition of the program will serve both traditional and non-traditional college students residing in the area of Cape Girardeau County.

Three Rivers also offers a full array of compensatory education courses to serve students who demonstrate an ability to benefit from college services but are under prepared to enter college level courses. These courses are designed to meet the needs of these learners, to increase student success, and will be offered in support of the proposed Associate of Arts degree program in Cape Girardeau.

##### **B. Faculty Characteristics**

Faculty employed to teach are required to possess an earned degree from a regionally accredited institution appropriate to the level of instruction taught. Faculty members teaching courses in the Associate of Arts degree are typically required to possess an earned degree from a regionally accredited institution at the masters level or higher in the field of instruction or a master's degree from a regionally accredited institution and 18 hours of graduate course work in the field of instruction. Faculty credentialing requirements are identical for both fulltime and part time faculty. Credentialing requirements are applied to all faculty teaching at Three Rivers without regard to location.

The standard load for full-time faculty is 15 semester credit hours and all full-time faculty are required to maintain a minimum of 10 hours of office time per week. In order to increase the accessibility of faculty students may meet during office hours, by appointment, on the main campus or at off campus locations. Additionally, faculty are available virtually through a variety of technological solutions. Students also have access to college email, further expanding the potential for contact with faculty.

To support the professional and personal growth of instructional faculty opportunities are made available to full and part time faculty through workshops, instructional modules that are virtual and face to face and a college wide convocation schedule once each semester. Adjunct faculty are invited to participate in all training and development activities. Additionally, opportunities exist to attend local, state, regional and national conferences. When new faculty are hired, each is provided an orientation prior to their first semester, paired with a faculty

mentor and allowed to concentrate on their instructional duties by reducing their service obligations during the first year of employment. In addition, faculty will be encouraged to become members of the Missouri Community College Association.

At the start of operations, the majority of courses will be taught by adjunct faculty. As enrollment patterns develop, full time faculty will be assigned to teach a greater number of courses. It is anticipated that the ratio of full to part time faculty will eventually reach equivalency to that seen at the Three Rivers main campus.

Members of the faculty will be expected to utilize various distance-learning methodologies such as Internet-based and interactive television (ITV) delivery methods.

### **C. Enrollment and Graduation Projections**

Based on enrollment projections, it is estimated that 150 students enrolled in the Cape Girardeau area will earn the Associate of Arts degree in the third year of implementation and that 275 students will earn the Associate of Arts degree by the fifth year.

### **D. Student and Program Outcomes**

Students successfully completing the Associate of Arts degree will be able to communicate effectively, analyze and synthesize information, demonstrate the acquisition of cultural literacy, and be aware of their personal and professional role in society. Students will develop these abilities in the core requirements of Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, Mathematics, and their areas of emphasis.

Students' mastery of the knowledge domains encompassed in the 42 hour general education curriculum is measured at both the course and program level. Outcomes for each general education course are listed on the associated master syllabus and assessment of these outcomes occurs primarily at the course level. Assessment of intended student learning outcomes of student enrolled in the Associate of Arts degree at off-campus sites will be integrated into the current programmatic and college level assessment system.

Programmatically, intended student learning outcomes related to general education have been identified, courses have been aligned with these outcomes, and outcomes are assessed by both a general education capstone course and the Collegiate Assessment of Academic Proficiency (CAAP) test.

### **E. Program Accreditation**

Three Rivers Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

## **F. Graduate Satisfaction Survey**

The Office of the Registrar administers a Graduate Satisfaction Survey to all students completing a degree or certificate program at Three Rivers Community College. The survey is included in the packet of graduation materials given to students each semester and may be returned to any TRCC location or via mail. The survey instrument is designed to measure the level of satisfaction graduates possess at the end of their educational experience. Specific emphasis is placed on the advising and instructional function with all major areas of the college being represented by questions. Results of the survey are analyzed to determine particular areas of concern with the goal of continuous improvement.

In the most recent survey, 69% of Fall 2009 graduates stated they believed they were either “very well prepared” or extremely well prepared” to undertake their future plans.

## **6. QUALITY ASSURANCE FOR OFF-SITE PROGRAM**

### **A. General Oversight**

General oversight for the proposed Associate of Arts degree program will rest with the Vice President of Learning, the Division Chair, and faculty. An academic advisor on site is responsible for coordinating class schedules including ITV with the appropriate division chair. Additionally, the onsite staff is responsible for the normal day to day operations involved with the class schedule.

### **B. Faculty Qualifications**

Normal faculty requirements that exist for those teaching in other education programs will be required at all off-campus sites. TRCC has a current faculty with extensive previous experience and related professional development in this field. When adjunct faculty is used, individuals must meet the same academic and professional requirements for teaching a given course as would be required to teach the same course on campus. The Division Chair is responsible for hiring and evaluating faculty.

Faculty employed to teach are required to possess an earned degree from a regionally accredited institution appropriate to the level of instruction taught. Faculty members teaching courses in the Associate of Arts degree are typically required to possess an earned degree from a regionally accredited institution at the masters level or higher in the field of instruction or a master's degree from a regionally accredited institution and 18 hours of graduate course work in the field of instruction. Faculty credentialing requirements are identical for both full time and part time faculty.

Normal faculty requirements that exist for those teaching in other education programs will be required. When adjunct faculty is used, individuals must meet the same academic and

professional requirements for teaching a given course as would be required to teach the same course on campus.

### **C. Support Services**

Support services provided to off campus locations are equivalent to those available at the main campus to the extent possible.

Personnel from the associated college functional units regularly travel to the off campus locations to administer placement testing, conduct registration and enrollment, collect fees, provide faculty support and bookstore services, deliver financial aid counseling, assist with transfers and job placement, and disseminate informational materials. Support services are also available for students with disabilities to assist them with program access needs and academic accommodations. Additionally, on site staff, including an advisor has been trained in student support services so as to provide a continual avenue of access to appropriate college services.

Students attending off campus sites have remote access to many support services available on the main campus including library and academic support services. Students may communicate through e-mail with the librarian and other personnel at Three Rivers, and access all library materials available to main campus students. Included in this is access to a vast array of library holdings at public two-year and four-year educational institutions in the state through the MOBIUS subscription maintained by the college. Materials not available in electronic form, whether in the physical holdings of the TRCC library or another library, are delivered to the off campus sites upon request. Additionally, all students enrolled will have full access to the libraries of Southeast Missouri State University as student patrons.

Students will also have secure web access to pertinent information including College calendars, announcements, class lists, online registration, grades, financial information, and online resources.

Data from the most recent satisfaction survey indicates that students are generally satisfied with the overall quality of the support services at the college. The college strives for continuous improvement and as part of the ongoing assessment system will continue to monitor user feedback and initiate alterations to college programs and services as indicated.

In addition to those services Three Rivers provides to off-campus operations, the collaborative nature of the partnership greatly expands the potential support systems available to students. For example, under the collaborative agreement, staff from the financial services office of Southeast Missouri State University will provide support to students seeking financial aid.

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<sup>i</sup> MGT study – see attachment

<sup>ii</sup> <http://www.ers.usda.gov/Data/povertyrates/PovListpct.asp?st=MO&view=Percent&longname=Missouri>

<sup>iii</sup> [http://www.luminafoundation.org/research/state\\_data/missouri.html](http://www.luminafoundation.org/research/state_data/missouri.html)

<sup>iv</sup> [http://www.luminafoundation.org/research/state\\_data/missouri.html](http://www.luminafoundation.org/research/state_data/missouri.html)

<sup>v</sup> <http://www.missourieconomy.org/regional/profile/?ac=2915000007#Section6>

<sup>vi</sup> Education and Training Need for Missouri’s Workforce – 2018

[http://www.missourieconomy.org/pdfs/ed\\_train\\_brief lt\\_2018.pdf](http://www.missourieconomy.org/pdfs/ed_train_brief_lt_2018.pdf)

<sup>vii</sup> Missouri Skills GAP 2008; [http://www.missourieconomy.org/pdfs/skills\\_gaps\\_final.pdf](http://www.missourieconomy.org/pdfs/skills_gaps_final.pdf)

<sup>viii</sup> MGT study – see attachment

<sup>ix</sup> Ibid.

<sup>x</sup> Ibid.